DIBELS

Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

▶ What is DIBELS?

▶ What is the purpose of DIBELS?

▶ Who takes DIBELS?

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▶ What do we do with the results?

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▶ How are DIBELS scores reported?

▶ How are we doing?

What is DIBELS?

► Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

  ► **D**ynamic – measures change over time to match the developmental progression of in early reading.

  ► **I**ndicators – subtests that provide an indication of a students performance and progress in attaining a larger literacy skill.

  ► **B**asic – assessed skills are basic in that they are early to develop and critical to fluent reading and comprehension.

  ► **E**arly – early to assess skills critical to reading.

  ► **L**iteracy – skills critical to early reading.

  ► **S**kills – indicators that are targeted are the key underlying skills necessary for learning to read.

► Series of short assessments (usually 1 minute)

What is the purpose of DIBELS?

▶ DIBELS is a screening measure

  ▶ It identifies which students are at risk for reading difficulty and need additional intervention.

▶ DIBELS is a progress monitoring measure

  ▶ It determines if students are making adequate progress or need more intervention to achieve grade-level reading outcomes.

▶ DIBELS is an outcome measure

  ▶ It provides an evaluation of the effectiveness of the reading system in the school.

Who takes DIBELS?

Big Idea (Critical area of beginning reading)	What is it? Why is it Important?	DIBELS Measures	K	1	2	3	4	5	6
Phonemic Awareness	Phonemic awareness refers to your child's ability to hear and manipulate sounds in spoken words only. This skill is a powerful predictor of future reading success. It is a skill that is typically assessed early in a child's schooling (i.e., kindergarten), but it is also used with older children who are experiencing difficulty reading.	First Sound Fluency (FSF)	√						
		Phoneme Segmentation Fluency (PSF)	√	√					
Phonics	Phonics refers to the ability to learn the individual sounds in spoken language and map those sounds to specific written letters in the English language. Students who have strong phonics skills are able to connect individual sounds with letters and use those sounds to read words.	Nonsense Word Fluency (NWF)	√	√	√				
Reading Fluency	Reading fluency refers to your child's ability to read text accurately and automatically so that students can understand what they are reading.	Oral Reading Fluency (ORF)		√	√	√	√	√	√
Vocabulary	Vocabulary refers to your child's knowledge of the meanings of individual words he or she reads. Vocabulary knowledge is very important to a student's ability to read and comprehend what is read.								
Reading Comprehension	Reading comprehension refers to your child's ability to understand what he or she reads. It is the ultimate goal of reading instruction.	DIBELS Maze (Daze)				√	√	√	√

Test of Related Early Literacy Skills

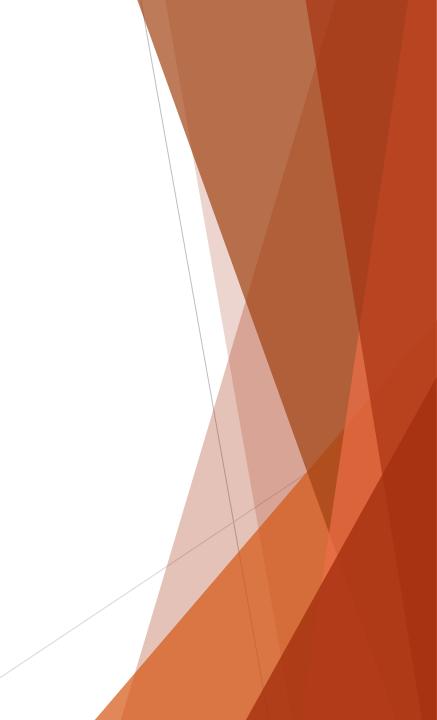|			K	1	2	3	4	5	6
	Letter Naming Fluency assesses a student's ability to say the "names" of upper and lowercase letters in the English alphabet. **This skill is a strong predictor of future reading success in young children.**	Letter Naming Fluency (LNF)	√	√					

TESTING MEASURES:
Letter Naming Fluency (LNF) - K

- One Minute Assessment

- Students identify as many letters as possible

- Strong predictor in future reading success

- Letter Naming Fluency Video

TESTING MEASURES:
First Sound Fluency (FSF) - K

► Assessment that measures a student's ability to recognize the initial sound in a word

► Takes approximately 3 minutes

► First Sound Fluency Video

TESTING MEASURES:
Phoneme Segmentation Fluency (PSF) – K and 1

➤ Assessment that measures a student's awareness of the sounds that make up words

➤ One minute assessment

➤ cat – /c/ /a/ /t/

➤ Phoneme Segmentation Fluency Video

TESTING MEASURES:
Nonsense Word Fluency (NWF) – K,1, and 2

- ▶ Assesses a student's ability to blend together sounds represented by letters to make words

- ▶ One minute assessment

- ▶ Nonsense Word Fluency Video

TESTING MEASURES:
Oral Reading Fluency (ORF) – 1,2,3,4,5,and 6

▶ Assessment that measures how fluently and accurately children can read a passage at their grade level

▶ One minute assessment

▶ Retell Fluency

▶ Oral Reading Fluency and Retell Fluency Video

TESTING MEASURES:
DAZE – 3, 4, 5, 6

► Assesses a student's reading comprehension

► Group administered assessment

► Students read a passage individually where every seventh word is left blank. Students must determine which word is correct from a choice of three words.

After playing in the dirt, Sam went | home / summer / was | to wash her hands.

What do we do with the results?

▶ Closely analyze student assessment results

  ▶ Grade level view

    ▶ Are students meeting benchmarks?

    ▶ Common strengths or weaknesses at each grade level?

  ▶ Individual Student View

    ▶ Error pattern analysis

    ▶ Individual strengths/weaknesses

    ▶ Homogeneous intervention groupings

Prescriptive Intervention Menu – RTII/HIVE TIME

- Sonday
  - Pre-reading skills (phonics using vowels, vowel pairs, and blends)

- Wilson Reading Fundations – K, 1, 2
  - Phonics and phonemic awareness
  - Word study
  - Reading fluency
  - Comprehension strategies

Prescriptive Intervention Menu – RTII/HIVE TIME

▶ Just Words (4,5,6)

  ▶ Program focusing on decoding and spelling automaticity

  ▶ Paired with literature (Supercharged and Power Readers)

▶ Corrective Reading (2,3,4,5,6)

  ▶ Program for readers who struggle with accuracy, decoding, and comprehension

▶ Read Naturally (1,2,3,4,5,6)

  ▶ Fluency, comprehension and vocabulary

How are DIBELS scores Reported?

DIBELS MEASURE	SCORE LEVEL	BENCHMARK	STUDENT SCORE
Letter Naming Fluency A measure that assesses a student's fluency at naming letters. *DIBELS Next does not identify benchmarks for this measure; however the district has identified 15 as a goal.	At or Above Benchmark	*50 +	
	Well Below Benchmark	0-49	
Phoneme Segmentation Fluency Phonological awareness assessment that measures the student's ability to break down 3 or 4 phoneme words into their individual phonemes (sounds) fluently.	At or Above Benchmark	40 +	
	Below Benchmark	25-39	
	Well Below Benchmark	0-24	
Nonsense Word Fluency – Correct Letter Sounds Measure of the alphabetic principle and basic phonics. Assesses student knowledge of blending basic letter sounds into nonsense words.	At or Above Benchmark	27 +	
	Below Benchmark	18-26	
	Well Below Benchmark	0-17	
Nonsense Word Fluency – Whole Words Read Assesses the student's ability of blending basic letter sounds to reading nonsense words.	At or Above Benchmark	1 +	
	Below Benchmark	0	
	Well Below Benchmark		
Composite Score A combination of the multiple DIBELS scores. It provides the best overall estimate of the student's early literacy skills and/or reading proficiency.	At or Above Benchmark	113 +	
	Below Benchmark	97 – 112	
	Well Below Benchmark	0 -96	